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Note: This handbook may be revised by page or section. Revised page(s) and/or section(s) will be provided to the faculty member who will discard the existing and replace with the revised page(s) and/or section(s). In the event that the number of pages in a section are increased, the additional pages will be numbered with the number of the last page and a letter. Example: The last page in Section III is 17; therefore, additional pages will be numbered 17a, 17b, and etc.
SECTION I: OVERVIEW

A. AUTHORIZATION
The contents of this Faculty Handbook replace and supersede all previous versions of such handbooks at Columbia College.

Similarly, this Faculty Handbook constitutes a codification of policy, practices, procedures and guidelines that replaces and supersedes all previous codifications of academic policies and procedures.

The most recent edition of the Faculty Handbook was approved by the Board of Trustees on April 29, 2011.

B. COLUMBIA COLLEGE: STATEMENT OF MISSION
Columbia College improves the lives of diverse undergraduate and graduate learners through exemplary teaching. The liberal arts and sciences and professional programs of the College embrace and profess these values: Student-centrism, Lifelong learning, Ethics and citizenship, Flexibility and innovation, Quality and improvement, Civility and Respect, Environmental and fiscal stewardship. Our vision is to be a model institution.

Approved by the Board of Trustees
May 1, 2009

C. ABOUT

COLUMBIA COLLEGE

Columbia College, a private, coeducational institution, offers associate, baccalaureate and master’s degrees that prepare students of differing backgrounds and abilities for entry level or advanced positions in various occupations and professions. Founded in 1851 by charter of the Missouri legislature, and then named Christian Female College, Columbia College assumed its current name and became coeducational in 1970. Although it retains a covenant with the Christian Church (Disciples of Christ), Columbia College is a nonsectarian institution.

The College is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools and holds specialized accreditation in its Education and Nursing programs.

D. PURPOSE OF HANDBOOK
This handbook, developed by the faculty of Columbia College and approved by the Executive Vice President and Dean for Academic Affairs (hereinafter referred to as EVP/DAA), the President and the Board of Trustees, states policies governing the rights and responsibilities of the members of the faculty of the College.

E. DEFINITION OF FACULTY
1. Full Time Faculty
Members of the faculty (or “faculty members”) are those full-time professional employees of the College who are accorded academic rank of instructor, assistant professor, associate professor, or professor by authority of the President; whose primary contractual responsibility consists of teaching; and who are either on tenure appointments, on tenure-track appointments, on renewable non-tenure-track appointments or on visiting appointments.
2. Adjunct Faculty

A. Adjunct members of the faculty (or “adjunct faculty”) are part-time professional employees of the College who are accorded the rank of instructor without possibility of tenure or promotion to a higher rank; who are hired to teach specific classes on a per-term basis (i.e., per semester or per session), with no guarantee or promise of continued teaching assignments or further employment with the College; and who are employed and compensated on a per course basis.

B. Members of the faculty who hold the position of Lecturer are full-time professional employees of the College who are hired on a contractual basis. The Lecturer rank is designated as a renewable non-tenure track position, exempt from the 15% cap. The Lecturer rank is only available at Evening and Nationwide AHE campuses. Lecturers will be classified as associate member of the Faculty Association.

F. ROLE OF FACULTY

The faculty are responsible for determining the curriculum, defining the appropriate conduct of students, approving the undergraduate and graduate academic calendars for the main campus, certifying eligibility of students for degrees and recommending dismissal of students from the College for academic reasons.

The faculty have primary responsibility for such areas as subject matter and methods of instruction, evaluation of student performance, requirements for degrees offered, determining when degree requirements have been met, research, faculty status and those aspects of student life that relate to the educational process. On these matters, the power of review or final decision is lodged in the Board of Trustees or delegated by it to the President of the College; and, when it is exercised, the reasons for the review or decision are communicated to the faculty. Following such communication, the faculty should have opportunity for further consideration and further transmittal of their views to the Board of Trustees. Budgets, personnel limitations, time elements and policies of other groups, bodies and agencies having jurisdiction over the institution may set limits to realization of faculty recommendations.

Faculty status and related matters are primarily a faculty responsibility; faculty judgment is central to general educational policy regarding responsibilities associated with tenure and promotion and to some extent appointments, reappointments and decisions not to reappoint. Scholars in a particular field are most competent to judge the work of their colleagues. The Tenure, Review and Promotion Board has a broader charge in judging adversely and favorably the work of their colleagues. Normally, determinations in these matters are made first by faculty action through established procedure and then reviewed and finally decided by the President and the EVP/DAA with the concurrence of the Board of Trustees.

G. STATEMENT ON ACADEMIC FREEDOM

The unfettered search for truth and the free expression of the results of this exploration are essential to the educational process in a democratic society. Artistic expression merits the same assurance of academic freedom that is accorded to other scholarly and teaching activities. Columbia College supports such academic freedom and considers it fundamental for the protection of the right of teachers to teach, to conduct research and to publish the results of research; and of the right of students to learn.

While striving to maintain standards appropriate to their discipline, faculty are entitled to freedom in the classroom to select and discuss subject matter and to select methods of instruction and methods and standards of evaluating student performance.
Faculty are entitled to freedom in the conduct of research and the publication of results, subject to acceptable performance of their contractual academic duties.

Faculty are entitled to the freedoms guaranteed by the U.S. Constitution and laws of the land to express their opinions as citizens. When they speak, write or express themselves artistically as citizens therefore, they are entitled to be free from institutional restrictions as long as they make explicit in their utterances that they are not representing Columbia College to lend authority to their expressions as individuals.

(This section is not meant to restrict faculty from using their affiliation with the College as a validating credential when issuing statements in their areas of expertise).